

**TCAP Achievement, Grade 4, Reading/Language Arts**  
**Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)**

<b>Content</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
4.1.4	Recognize plot features of fairy tales, folk tales, fables, and myths.
4.1.5	Identify characters, setting, and plot in a passage.
4.1.6	Determine the problem of a story and recognize its solution.
4.1.16	Indicate the sequence of events in print (fiction and non-fiction) and in non-print texts.
4.1.19	Identify different forms of text (e.g., poems, drama, fiction, non-fiction).
<b>Grammar Conventions</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
4.3.1	Identify the correct use of nouns (i.e., common and proper, plurals, possessives), verbs (i.e., agreement, tenses, action and linking), and adjectives.
4.3.2	Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.
4.3.4	Identify the correct use of pronouns (i.e., subject, object, and agreement), and adverbs (i.e., comparison forms and negatives) within context.
4.3.5	Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context.
4.3.6	Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to, too, two; their, there, they're; its, it's).
4.3.8	Choose the correct formation of plurals, contractions, and possessives within context.
4.3.9	Choose the correct use of quotation marks and commas in direct quotations.
4.3.10	Identify sentences with correct subject-verb agreement (person and number).
<b>Meaning</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
4.1.12	Evaluate texts for elements of fact/opinion and reality/fantasy.
4.1.17	Make predictions about text.
4.1.18	Select questions to clarify thinking.
4.1.20	Recognize cause and effect relationships within text.
4.1.22	Determine appropriate inferences and draw conclusions from text.
4.1.25	Identify the author's purpose (to entertain, to inform, to persuade, to share feelings).
4.1.13	Distinguish between fact and opinion within text.
<b>Techniques and Skills</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
4.1.2	Use table of contents, title page, and glossary to locate information.
4.1.8	Use headings, graphics, and captions to make meaning from text.
4.1.14	Interpret information using a chart, map, or timeline.
4.1.15	Use available text features (e.g., graphics, glossaries, and illustrations) to make meaning from text.
4.1.21	Identify similes and metaphors.
4.1.23	Select sources from which to gather information on a given topic.
4.1.24	Locate information to support opinions, predictions, and conclusions.
4.1.26	Recognize the sounds of language (i.e., alliteration, rhyme, and repetition).
4.2.8	Identify the most reliable sources of information for preparing a report.
4.3.7	Identify correctly or incorrectly spelled words in context.
<b>Vocabulary</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
4.1.3	Use prefixes, suffixes and root words as aids in determining meaning within context.
4.1.7	Identify grade level compound words, contractions, and common abbreviations within context.
4.1.9	Select appropriate synonyms, antonyms, and homonyms within context.
4.1.10	Determine the meaning of unfamiliar words/multiple meaning words using context clues, dictionaries, and glossaries.
4.1.11	Recognize and use grade appropriate vocabulary within text.
4.1.27	Choose a logical word to complete an analogy using synonyms and antonyms.

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**Please refer questions about this list to the Tennessee Department of Education, Evaluation and Assessment. 10/28/03**

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<b>Writing/Organization</b>	
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4.2.1	Choose a topic sentence for a paragraph.
4.2.2	Rearrange sentences to form a sequential, coherent paragraph.
4.2.4	Rearrange events in a sequential or chronological order in a writing selection.
4.2.5	Select the best title for a text.
4.2.7	Select appropriate time-order or transitional words to enhance the flow of a writing sample.
4.2.10	Select details that support a topic sentence.
4.2.11	Choose the supporting sentence that best develops a topic sentence.
4.2.14	Supply a missing piece of information in a simple outline.
4.2.16	Select an appropriate concluding sentence for a well-developed paragraph.
<b>Writing Process</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
4.1.1	Identify correctly used capital letters with names, dates, and addresses, and at the beginning of sentences within context.
4.2.3	Identify the purpose for writing (i.e., to entertain, to inform, to share experiences).
4.2.6	Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) to group ideas for writing.
4.2.9	Select the best way to combine sentences to provide syntactic variety within context.
4.2.12	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
4.2.13	Identify the audience for which a text is written.
4.2.15	Identify sentences irrelevant to a paragraph's theme or flow.
4.3.3	Select the best way to correct incomplete sentences within context.

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